ETHIOPIAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

eISSN: 2349-5715 pISSN: 2349-5707

Volume: 11, Issue 03, March-2024 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

THE IMPORTANCE OF DEVELOPING STUDENTS' SPEECH IN PRIMARY-GRADE MOTHER TONGUE CLASSES

O‘ralova Muxlisa Ilhom qizi
Termiz State Pedagogical Institute
Faculty of primary education
Student of group 406
Muminova Umida Karshiyevna

Scientific supervisor

Abstract: This article assumes that speaking correctly and expressively has become a vital necessity for every educated person, and that the problem of developing students' speech is considered one of the most urgent issues of the educational system.

Key words: Oral and written speech, speech treatment, stylistic speech, individual speech, pedagogical problem.

Speaking correctly and expressively has become a vital necessity for every educated person. It is assumed that the problem of developing students' speech is considered as one of the most urgent issues of the educational system. That is why scientists K.B. Barkhin, B.I. Sokolov M.A. In the methodical works of Rybnikova and others, special attention is paid to the issues of developing students' oral and written speech in coordination with each other. The following are criticized by scholars as a deficiency observed in the process of teaching at school:

1. Many teachers make the mistake of believing that they still do not fully understand the vital importance of oral speech, and that is why the school does not need special oral speech training exercises. Such teachers believe that if a student learns to write perfectly, without mistakes, his speech will grow by itself, and in practice they forget the connection between oral and written speech.

2. Pupils' speech is extremely poor in terms of content and has a number of shortcomings, because in the upper grades, the teacher does not pay attention to the issue of speech, therefore, in the process of teaching, students need to develop speech thinking and form speech culture. It is considered permissible to use the following recommendations for teachers:

1. Each teacher uses various methodical forms and methods aimed at developing the student's speech;

2. To organize a system of exercises in order to improve students' oral speech;

3. Formation of monologic and dialogic speech skills in the system of exercises aimed at developing students' oral speech;

Nowadays, speech etiquette, speech skills, eloquence, oratory skills should occupy a large place in the life of schools, especially if the teacher's speech is expressive enough, of course, such a speech affects children's speech as well. It is already known that the role of communication culture in the development of society is the most important cornerstone of peace and tranquility between people. After all, this foundation will be stable only if the foundations, concepts, and skills of all spiritual and

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 11, Issue 03, March-2024 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

moral qualities are formed from childhood. The culture of speech, communication, and attitude has a special place in the structure of spiritual and moral qualities. Pedagogy plays an important role in the development of students' ability to communicate. This is one of the first-level important conditions for the teacher's free, clear and clear speech, the development of students' speech and thinking.The methodology of individual formation of speech culture in elementary school students includes the following stages:

1. To study the real personal characteristics of the individual style of education of speech development in primary school students and to develop the fluency of students' speech. Independent analysis of speech growth in elementary school students is carried out on the basis of mutual comprehensive descriptions and teacher's observations. About speech behavior among elementary school students, "How am I in dealing with other people?" conducting a conversation on the topic;

2. Nutqiy muomaladagi kamchiliklarni aniqlash va ularni bartaraf etish yuzasidan qilingan ishlar: uyatchanlikni, tortinchoqlikni, muomala uslubidagi salbiy holatlarni yengish;

3. Nutqda pedagog uchun muomalaning hissiy jihatdan qulay bo'lgan uslubini ishlab chiqishga doir topshiriqlar va ularni o'z-o'zini kuzatish ma'lumotlari bilan taqqoslash;

4. Nutqiy muomalada o'z individual uslubiy pedagogik muomalaning tarkibiy qismlarini egallash sohasidagi ishlar;

Aspects of pedagogical treatment play an important role in the organization of the educational process and the development of students' speech. Here, several steps are highlighted. The first stage is to inform the student about the situation of the educational process; The second stage is to attract the student's attention; The third stage is the proper organization of speech, the teacher prepares students for future communication and explanation of new material in the direction of explaining new material; The fourth stage is the interaction of speech behavior, the image of which is to go along with the "vision" system; The fifth stage of pedagogical influence is "return communication", which is carried out both substantively and emotionally. Feedback is a necessary component of any speech process, and it is important in pedagogical activity. It is known that during the teaching process, the pedagogue communicates individually with students. Care should be taken when criticizing elementary school students' speech deficiencies. Harsh reprimand, wrong criticism can break the good relationship between students, cause the student to be offended unnecessarily, therefore, the teacher must comply with the requirements of pedagogical etiquette in speaking, it is necessary to strive to preserve the human dignity and reputation of students. It is known from experience that the teacher's speech attracts the students and cultivates a pleasant speech culture in them.

Speech is a means of expressing thoughts, through which a person expresses his thoughts and views. In addition, we evaluate a person's inner world and level of knowledge based on his speech. Therefore, it is necessary to pay special attention to the development of speech, which is considered effective in acquiring knowledge, gathering information about nature and existence, even at school age. In order to develop the speech of elementary school students, using games that are interesting activities for them, especially in the process of achieving the intended goal, along with methods such as memorization, explaining the meaning of words or retelling helps to achieve high results, because the game occupies the main place in the activities of students of junior school age. Due to the age and psychological characteristics of children, the game is an important tool for understanding the world and identity, and for developing connected speech. Didactic games and grammatical exercises are an

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 11, Issue 03, March-2024 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

important means of stimulating children's language games and their activity in the field of grammar. It is necessary for the teacher to teach children the ability to think of a word combination, and then to correctly connect words with each other in a sentence. It is recommended to form a complex syntactic structure in children's thoughts in the situation of written speech, that is, in a situation where a child speaks the text, and an adult writes it down. It is necessary to pay special attention to exercises that help the child learn to use the correct order of speech without using one type of structure.[1] Some examples of games that are interesting for students during the lesson:

"Story" The teacher writes a few words on the blackboard. For example: Sabina, umbrella, cloud, notebook. Pupils independently compose a story with the participation of these words. Along with the increase in their vocabulary, the ability to form sentences correctly, to pronounce sounds correctly, and to think creatively and independently is formed. The fact that the teacher encourages active participants from time to time increases students' self-confidence and encourages them to be more active. In addition to these games, it can be used for training.

"Opposite words." This game helps to develop logical thinking and speech. The game can be organized both individually and with a group. The condition of the game is as follows: the teacher tells the student a word, the student must find and say the word that is opposite to the meaning of this word. For example: high-low, big-small, hot-cold, bitter-sweet, dark-light, wide-narrow, far-near, etc. Usually, children have a little difficulty at the beginning of the game, in response to the spoken word, Antony answers not with the word, but with a synonym, for example: big - tall, long - far. But once they understand the essence of the game, students play well. After playing the game several times, students can easily understand and answer abstract concepts. In this process, students' speech develops, for example, they can quickly find answers to words such as: quick - lazy, hardworking - lazy.

"Interdependence". Picture cards are distributed to students. After getting acquainted with the cards, they talk about the object in the picture. For example: this book. A book is a source of knowledge, it is an educational tool. The students love him very much." Then the second child also talks about his subject and must say that his subject is related to the first student's subject. For example: "This is the teacher. The teacher teaches us. We enrich the knowledge we give through books". The game continues in this order.

"How to use it." Students are told the name of the subject that can be used in as many cases as possible. In this, the teacher should make sure that each student offers his own style. For example: when the teacher says the word pencil, the students should say how to use it for different purposes: drawing, writing, as an indicator, etc.

"Seeking Commonality." Students sit in a circle. The leader throws the ball to one of the students and says 2 unrelated words. For example: school and student, book and shelf, sun and flower, etc. The student who catches the ball returns the ball by saying a common sign from the pairs of words.

"Journey". Pupils are given a task to describe their way from school or home to a certain place. Students independently observe the "object" for several days and verbally describe it. In this game, which requires meticulousness, intelligence, observation, and attention to the environment, it is

[1] D.F Babayeva " Nuqt o'stirish nazariyasi va metodikasi" Toshkent 2018. 97-bet

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 11, Issue 03, March-2024 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

possible to cultivate feelings of love for the Motherland, love for nature, and attention to the environment. In addition, through the use of these games, students' speech develops, vocabulary increases, and independent thinking skills are formed.

The above-mentioned educational games serve to increase the activity of students in the lesson, as well as to facilitate and strengthen the process of knowledge acquisition, and to organize every activity aimed at developing speech in an interesting way.

REFERENCES:

1. D.F Babayeva " Nuqt o'stirish nazariyasi va metodikasi" Toshkent 2018. 97-bet.
2. Karshievna M. U. POLYSEMANTIC DESCRIPTION OF VOCABULARY IN “MAHBUB UL-QULUB”//Ethiopian International Journal of Multidisciplinary Research. – 2024. – Т. 11. – №. 02. – С. 392-395.
3. Muminova U. K. WORDS WHOSE MEANING HAS EXPANDED IN" MAHBUB UL-QULUB"//Modern Scientific Research International Scientific Journal. – 2024. – Т. 2. – №. 2. – С. 329-334.
4. Qarshiyevna M. U., Tursunovna R. M. “Mahbub ul-qulub” da diniy atamalarning qo‘llanishi //International conference on multidisciplinary science. – 2023. – Т. 1. – №. 6. – С. 258-261.
5. Qarshiyevna U. M. Linguistic Views Of Mahmud Kashgari //Central asian journal of social sciences and history. – 2022. – Т. 3. – №. 12. – С. 336-340.
6. Ra’no C., Karshiyevna M. U. Innovative Approach as a Condition for Improving the Educational Process in a Modern School //Web of Semantic: Universal Journal on Innovative Education. – 2023. – Т. 2. – №. 4. – С. 117-120.
7. Muminova U. K. PHYTONYMS IN THE WORK" MAHBUB UL-QULUB" //“TRENDS OF MODERN SCIENCE AND PRACTICE”. – 2023. – Т. 1. – №. 2. – С. 46-50.
8. Qarshiyevna M. U. Lexical-Grammatical Characteristics of the Noun in Ancient Turkish Language International Interdisciplinary Research Journal Volume 2 Issue 1, Year 2023 ISSN: 2835-3013.
9. Davlatmamatovna H. G., Karshievna M. U. STUDYING THE SOCIAL, EDUCATIONAL AND EDUCATIONAL SIGNIFICANCE OF SCIENTIFIC AND POPULAR ARTICLES IN PRIMARY SCHOOL TEXTBOOKS //Open Access Repository. – 2023. – Т. 4. – №. 03. – С. 46-52.
10. Muminova , U. (2023). THE RELATION OF THE TURKISH WORDS IN "MAHBUB ULQULUB" TO THE CURRENT UZBEKI LITERARY LANGUAGE. ScientificJournal of the Fergana State University, (3), 99. Retrieved from
11. Boltayeva R., Muminova U. O‘QUVCHI-YOSHLARDA MANTIQIY FIKRLASHNI SHAKLLANTIRISH //Бюллетень студентов нового Узбекистана. – 2023. – Т. 1. – №.9. – С. 23-25.
12. Muminova U. “MAHBUB UL-QULUB” ASARIDAGI MA’NO KENGAYISHIGA UCHRAGAN SO ‘ZLAR XUSUSIDA //Interpretation and researches. – 2023. – Т. 2. – №. 1.
13. Karshiyevna M. U. et al. Forming Concepts of Grammar and Word Formation in Primary Grades //Web of Semantic: Universal Journal on Innovative Education. – 2023. – Т. 2. – №. 4. – С. 164-168.
14. Davlatmamatovna H. G., Qarshiyevna M. U. Popular Scientific Texts in Elementary School Textbooks and Methods of their Study //Web of Semantic: Universal Journal on Innovative Education. – 2023. – Т. 2. – №. 4. – С. 125-128.

eISSN: 2349-5715 pISSN: 2349-5707
Volume: 11, Issue 03, March-2024 SJIF 2019: 4.702 2020: 4.737 2021: 5.071 2022: 4.919 2023: 6.980 2024: 7,662

15. U. Muminova THE METHODOLOGY OF DESIGNING THE RANGE OF SHOULDER PRODUCTS FOR CHILDREN WITH IMPAIRED POSTURE // SAI. 2022. №A8. URL:
16. Сайфуллаев Нажибулло. (2023). ТЕРМИНЫ – НЕОТЪЕМЛЕМОЕ БОГАТСТВО НАШЕГО ЯЗЫКА. PEDAGOGS, 46(1), 67–69.
17. Qarshiyevna M. U. et al. Xudoyberdi To‘xtaboyev asarlarining bolalar adabiyotidagi o‘rni //Journal of Universal Science Research. – 2023. – T. 1. – №. 10. – C. 399-403.
18. Najibullo Sayfullayev. (2023). TERMS ARE AN INDIVIDUABLE WEALTH OF OUR LANGUAGE. Ethiopian International Journal of Multidisciplinary Research, 10(10), 168–170.
19. Qarshiyevna M. U. et al. Ko‘makchilarning tarixiy va zamonaviy ko‘rinishlari //Journal of Universal Science Research. – 2023. – T. 1. – №. 9. – C. 393-396.